



SUTTON VA PRIMARY SCHOOL

EYFS Class Teacher Application Pack

JOB TITLE: Class Teacher

SALARY/GRADE RANGE: MPS. Early Career or Experienced Teacher

RESPONSIBLE TO: Head Teacher

HOURS: Full time

CLOSING DATE: 23rd February 2026

INTERVIEW DATE: w/c 9th March **however, applications will be reviewed upon receipt**

'Shine as Lights in the World' Philippians 2:15



Sutton VA Primary School

Tel: 01767 260334
Head Teacher: Mrs Lucy Chapman B.A., P.G.C.E.
Website: www.suttonprimary.co.uk

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INTRODUCTION

Welcome to Sutton VA Primary School

Thank you for expressing an interest in our vacancy. We have collated this application pack to provide you with all the information you should need to enable you to apply for this role.

For further information, please visit our website at www.suttonprimary.co.uk or contact:

Mrs Lucy Chapman, Head Teacher

l.chapman@suttonprimary.co.uk

01767 260334

Sutton VA Primary School

High Street

Sutton, Sandy

Bedfordshire SG19 2NE

We strongly welcome and recommend visits to our school. Please use the contact details above to arrange this.



Our School and the Vacancy

Sutton VA Primary is a successful, happy and welcoming school. We care deeply for our children; their welfare and progress. The Statutory Inspection of Anglican and Methodist Schools (SIAMS), in their 2025 inspection stated *'Inspired by the Christian vision leaders foster a kind and caring culture which enables positive, respectful and affirming relationships. Thinking of others is a strong theme that runs through the school's daily practice. Pupils are recognised for their kindness and for being a light in the world.'*

We are a popular and typically, oversubscribed school, attracting children and families from Biggleswade, Pottton and the surrounding villages. Our provision for our pupils has a justifiably high reputation and consequently parents chose to send their children to our school from outside of their catchment area school. They are attracted to and support the strong values, Christian ethos and child centred approach which form the basis of our vision and aims.

We have 4 classes; a Reception Class, a mixed age Year 1 – 2 Class, a mixed age Year 3 – 4 Class and a mixed age Year 5 - 6 class.

We are seeking to appoint an excellent, enthusiastic and committed teacher for our Reception (EYFS) Class for September 2026.

We are a friendly and inclusive Church School, who have graded (November 2025) at the Ofsted 'Strong Standard' for Attendance and Behaviour, Inclusion, Leadership and Governance and Personal Development and Well - being. Values Education is a strong thread across all aspects of school life. As a result; pupils and staff flourish, children demonstrate excellent behaviour and behaviour for learning, teachers deliver an engaging and creative curriculum where each individual is recognised and valued.

We are looking for someone who is:

- An Early Careers or experienced teacher
- Highly motivated, enthusiastic and passionate about teaching and learning
- An excellent and reflective, classroom practitioner
- A dedicated team player
- Has experience of teaching EYFS

We can offer you:

- Excellent opportunities for professional development
- A friendly and collaborative staff team where work life balance is valued
- Small class sizes and high quality teaching assistant support
- A supportive Governing body

Applications from experienced teachers with subject leadership experience are welcome.

Visits to our school are encouraged in order for you to appreciate our wonderful learning environment, the caring ethos and to meet our children and members of our dedicated team.



Sutton VA Lower School Christian Vision and Values

***'Shine as lights in the world'* Philippians 2:15**

Our School Vision and Values underpin everything that we do. We are proud to serve the whole community and it is our aim that through working together, we shape the child and the adults within it, to live fully and *'Shine as lights in the world'* Philippians 2:15

We are an inclusive school, where everyone has a valuable contribution to make to our school community. We recognise and appreciate that for many of our families, Christian faith is important whilst others may have other faiths or none. We are a Church of England school and therefore much of what we do is influenced by the Christian faith. We hope that as the children journey through the school they would begin to understand God's heart for them, to know that His love is both wide and deep, that he delights in their very being.

Our School Values, based on Christian principles are embedded and reflected in all that we do. These Values have been chosen by the school community as a set of moral standards we should understand and try to 'live'. They align with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs

Our aims:

- To provide and deliver excellent teaching and learning opportunities that allow pupils to:
 - explore and develop their own values, beliefs and spiritual awareness,
 - demonstrate high standards of personal behaviour,
 - be inspired to achieve their fullest potential through challenging and supporting them in their learning and interests,
 - understand their social and cultural traditions and appreciate the diversity and richness of others,
 - acquire the key skills of communication, literacy and numeracy that will enable them to adapt to a changing society.
 - nurture a lifelong attitude of awe, wonder, thankfulness, curiosity and a love of learning in a variety of learning environments.
- To give excellent care and guidance to help children be safe, to develop physical well-being and emotional maturity.
- To build a community based on mutual respect where the Christian values of; *friendship, honesty, hope, humility, love, patience, peace, respect, responsibility, thoughtfulness, tolerance and forgiveness, understanding and appreciation, care and courage, thankfulness and the outward-focused value of generosity* are modelled and explored to enable us all to deepen our understanding and ability to *'love your neighbour as yourself'* Mark 12:31.
- To engage with the community in which the school sits, as well as the community that it embodies as we *'keep on doing the things that we have learned'* Philippians 4:9.

How to apply

We use an application form, rather than asking for CVs. This ensures all applicants present their information in the same standardised format and tell us only what we need to know.

Apply online via the **My New Term** website at www.mynewterm.com before the closing date.

Closing date: 23rd February 2026

Interview date: w/c 9th March 2026

Please note, applications will be reviewed upon receipt.

Sutton VA Primary School is an equal opportunities employer and we are committed to encouraging equality, diversity and inclusion among our workforce.

We are committed to safeguarding and promoting the welfare of children. All offers of employment will be subject to satisfactory pre-employment checks and references, including enhanced Disclosure and Barring Service (DBS) clearance. Strictly no agencies.

Please note that an online search may be conducted on shortlisted candidates.

We look forward to receiving your application.

Teacher job description

Employment details	
Job title	Class Teacher
Reports to	Head Teacher

General duties

- Continuously meet at least the minimum standards outlined in the DfE's 'Teachers' Standards'.
- Comply with school policies and procedures, in particular those relating to child protection and safeguarding.
- Attend staff meetings, INSET days, parents' evenings, parent consultation meetings, and any other functions or meetings required.
- Take responsibility for completing CPD and keeping up to date with developments relating to subject matter.
- Establish effective working relationships with colleagues and set a good example for pupils through a high level of professionalism.
- Participate in any performance-related appraisal arrangements made by the school.

Teaching

- Set high expectations which inspire, motivate and challenge pupils by:
 - Establishing a safe and stimulating environment for pupils, rooted in mutual respect.
 - Setting goals that stretch and challenge all pupils of all backgrounds, abilities and dispositions.
 - Demonstrating consistently the positive attitudes, values and behaviour which are expected of pupils.
 - Positively reinforce good behaviours and nurture a positive learning environment.
- Promote good progress and outcomes for pupils by:
 - Being accountable for pupils' attainment, progress and outcomes.
 - Being aware of pupils' capabilities and prior knowledge, and planning teaching to build on these.
 - Guiding pupils to reflect on the progress they have made and their emerging needs.
 - Demonstrating knowledge and understanding of how pupils learn and how this impacts teaching.
 - Encouraging pupils to take a responsible and conscientious attitude to their own work and study.
- Demonstrate good subject and curriculum knowledge by:
 - Having a secure knowledge of the relevant subjects and curriculum areas, fostering and maintaining pupils' interest in the subject, and addressing misunderstandings.
 - Demonstrating a critical understanding of developments in the subject and curriculum areas, and promoting the value of scholarship.
 - Demonstrating an understanding of and taking responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.
 - Demonstrating a clear understanding of systematic synthetic phonics for early reading.
 - Demonstrating a clear understanding of appropriate teaching strategies for early maths.
- Plan and teach well-structured lessons by:
 - Imparting knowledge and developing understanding through effective use of lesson time.
 - Promoting a love of learning and children's intellectual curiosity.
 - Setting homework and planning other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.

- Reflecting systematically on the effectiveness of lessons and approaches to teaching.
- Contributing to the design and provision of an engaging curriculum within the relevant subject areas.
- Adapt teaching to respond to the strengths and needs of all pupils by:
 - Knowing when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
 - Having a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
 - Demonstrating an awareness of the physical, social and intellectual development of children, and knowing how to adapt teaching to support pupils' education at different stages of development.
 - Having a clear understanding of the needs of all pupils, including pupils with SEND, pupils of high ability and pupils with EAL, and be able to use and evaluate distinctive teaching approaches to engage and support them.
- Make accurate and productive use of assessment by:
 - Knowing and understanding how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
 - Making use of formative and summative assessment to monitor pupils' progress.
 - Using relevant data to monitor progress, set targets, and plan subsequent lessons.
 - Giving pupils regular feedback, both orally and through accurate marking, and encouraging pupils to respond to the feedback.
- Manage behaviour effectively to ensure a good and safe learning environment by:
 - Having clear rules and routines for behaviour in classrooms, and taking responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's Behaviour Policy.
 - Having high expectations of behaviour, and establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
 - Managing classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
 - Maintaining good relationships with pupils, exercising appropriate authority, and acting decisively when necessary.
- Fulfil wider professional responsibilities by:
 - Making a positive contribution to the wider life and ethos of the school.
 - Developing effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
 - Deploying support staff effectively.
 - Taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
 - Communicating effectively with parents with regard to pupils' achievements and wellbeing.

Personal and professional conduct

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
 - Having regard for the need to safeguard pupils' wellbeing, in accordance with statutory provisions.
 - Showing tolerance of and respect for the rights of others.
 - Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

- Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards in attendance and punctuality.
- Have an understanding of, and always act within, the statutory frameworks which set out teachers' professional duties and responsibilities.

Organisation

- Assist in the development of the subject curriculum, schemes of work, teaching resources, marking policies and teaching strategies alongside other subject teachers and the subject leader.
- Identify clear teaching objectives, content, and lesson structures, and plan sequences of lessons appropriate to the subject content and the pupils being taught.
- Incorporate the use of resources into lesson plans, ensuring that equipment is in good working order and suitable for teaching use, and that resources are used effectively.

Additional duties

- Assist with the organisation of extracurricular activities.
- Assist with the promotion of their subject in the school, e.g. through creating displays of pupils' work.
- Carry out additional tasks as reasonable expected under the direction of the head teacher.

Teacher person specification

Qualifications and training	
Essential	Desirable
<ul style="list-style-type: none"> • QTS. • A 2:2 or above degree in their subject area or a related subject. 	<ul style="list-style-type: none"> • A postgraduate qualification, e.g. a master's degree. • A first aid certificate.
Skills and experience	
Essential	Desirable
<ul style="list-style-type: none"> • Experience teaching within a school environment. • Organising and participating in extracurricular activities. • Conducting assessments, keeping records and producing reports on pupils. • Implementing safeguarding procedures in schools. • Experience teaching EYFS 	<ul style="list-style-type: none"> • Experience teaching their subject within a school environment. • Confidence to take the lead in implementing the EYFS curriculum. • Experience of subject leadership.
Knowledge	
Essential	Desirable
<ul style="list-style-type: none"> • A clear understanding of the subject's curriculum and examination specifications across key stages 1 and 2 • Sufficient knowledge to answer subject-related questions raised by pupils. • An ability to use different teaching methods and adapt to cater for pupils' different needs. • Knowledge of effective intervention strategies to improve the quality of teaching and learning. 	<ul style="list-style-type: none"> • An understanding of relevant legislation and educational developments. • An understanding of how assessment and attainment information can be used to improve practice. • Skills in effective resource management and deployment.
Personal traits	
The successful candidate will be	
<ul style="list-style-type: none"> • Punctual, with a good attendance record. • An excellent communicator, verbally and in writing. • Organised. • An excellent time manager. • Hardworking, with high expectations of themselves and their professional standards. • Committed to CPD. 	

- Able to work both independently and as part of a team.
- Able to maintain successful working relationships with other colleagues.
- Able to plan and resource effective interventions to meet curricular objectives.
- Driven and energetic.

The successful candidate may also be

- Committed to the value and promotion of their subject.
- Dedicated to promoting their professional development, and that of others.
- Able to promote good behaviour consistently.
- Able to plan and take control of situations.
- Committed to contributing to the wider school and its community.
- Able to effectively promote the school's ethos and vision.
- Capable of handling a demanding workload and successfully prioritising work.
- Professionally assertive and clear thinking.
- Able to work flexibly, attending morning and evening meetings, in addition to managing a demanding workload.

Additional requirements

The successful candidate will have

- An enhanced DBS certificate and barred list check.
- Evidence for their previous work experience.
- References.